Chapter VI

SUMMARY OF THE STUDY

6.1.0 RATIONALE OF THE STUDY

Competency based teaching learning is the most recent approach in the educational scenario. In the process of quality improvement of education, competency based teaching learning plays an important role. This approach has gained wide acceptance in both school and post school educational setting. Although competency based education is thought of as a new approach, it has antecedents as far back as the late 19th century a variety of educational movements including those for efficiency in education, vocational education, progressive education and instructional technology (Riesman, 1979; Neumann, 1979; and Tylor, 1975). In Australia and the United Kingdom, competence based education been implemented as a crucial part in national training reform agendas (Modula, 2000). Arguelles and Gonczi (2000) examined the implementation of competence based education and training in a number of countries. They provided case studies of the applications of competence based education and training to VET system in countries including Mexico, Australia, Costa Rica, France and New Zealand. According to Miller (2001), their case studies provide insight into the implementation of competence based education in to various cultural and educational systems. Arguelles and Gonczi (2000), support the continuation of an integrated approach to competence based education. According to Miller (2001), there are still many unresolved issues and much more research is needed before competence based education can be regarded as meeting the expectations of its proponents. Corcoran (1976), referred the benefits of competency based education as it helps in the development of individual competence, develops productivity, enhances institutional quality, develops competency in planning, designing and selecting learning experiences. The competency approach offers a way of resolving the conflict between the concerns for equity, the need to reward merit and the attaining of credentials for jobs. Nijhof (2003) also stresses a long history of competence based education referring to Bobbitts approach in the 1920s of a scientific analysis of human actions to identify underlying abilities needed for high performance. Norton (1987) believes that competency based training should be used as opposed to the "medieval concept of time based learning". Foyster (1990), argues that using the traditional ‘school’ model for training is inefficient.

Interest in competency based education and training arose in the 1960s and 1970s as a result of various publications on competence based organizational training and competence based teacher training in the United States. Grant et.al (1979), in their study on competence, ‘A critical analysis of competence based reform in higher education’, concluded that competence was a broad term and that the competence based education programmes were very diverse with respect to their theoretical
orientation. Grant et. al (1979) defined competence based education as “competence based education tends to be a form of education that derives a curriculum from an analysis of a prospective or actual role in modern society and that attempts to certify students progress on the basis of demonstrated performance in some or all aspects of that role”.

During the 1970’s the competency movement (Fried Lander, 1996; Lucia and Lepsinger, 1999; McAshan, 1979; Parry, 1998) characterized by detailed analysis of various behavioural aspects of professional tasks. Competence based education primarily associated with behaviorism, mastery learning and modular teaching (Mulder, 2004). In a traditional educational system, the unit of progression is time and it is teacher centered. In a competency based teaching system, the unit of progression is the mastery of specific knowledge and skill and learner centered. Competency based education implies creating opportunities for students and workers, close to their world of experience in a meaningful learning environment where the learner can develop integrated performance oriented capabilities (Mulder, 2001). Van Merrien Boer, Van Der Klink and Hendriks (2002) carried out a study to determine the concept of competency and derived 6 characteristics of competencies, as a) competencies are context bound, b) they are invisible (Knowledge, Skills and Attitude are integrated), c) they are subject to change, d) they are connected to activities and tasks, e) competencies require learning and developmental process and (f) they are inter-related. Competency is basically approached as the ‘ability to do a particular activity to a prescribed standard’ (working group on vocational qualifications 1986). Competency is a concrete organization of a person’s characteristics and behaviour (Panda, 2008).

For the achievement of true purpose of education, the whole scenario of education/teaching learning in our educational institutions should be competency based and commitment oriented. A competent atmosphere of our educational institutions must be followed by a committed atmosphere. The two main agents of teaching learning process are the teacher and the learner. In order to make our teaching learning process qualitative/goal oriented in the school, at the same time we have to make our teachers competent as well as committed towards teaching learning process; and we have to make our learners fit for achieving the required competency in target areas of knowledge, skills and values; and fit for achieving the required commitment on target areas of in-school and out-school activities.

In an effective process of teaching learning, the real competent and committed teachers are needed who can bring about all round development of the learner. Teachers’ competency is the most valuable input in the field of education. In absence of competent and effective teacher, all good curricula, equipments and most effective policies are of no practical use. Competency of a teacher in a school refers to the set of knowledge, abilities, beliefs that a teacher possesses. Competency of a teacher is understood as a quality performance in the teaching learning process. Competency is
the capability of a person to reach specific achievements. Personal competency comprises integrated performance oriented capabilities which consists of clusters of knowledge structures and also cognitive, interactive, effective and where necessary psychomotor capabilities and attitudes and values which are necessary for carrying out tasks. Acquisition of competencies by the teacher alone will not be sufficient for creating a meaningful teaching learning environment until and unless the teacher is fully committed. There is no guarantee that a teacher who is properly trained and competent to teach will be professionally committed to translate his or her competency and training for an effective day to day performance. Emphasizing on teacher’s commitment on teaching learning process, NCTE (1998) remarks, “teacher’s work involves rigorous effort in the classroom and outside as well as frequent interaction with parents and community members for various educational purposes such as universal enrollment and retention, remedial support for weak children, enrichment programs for bright children, maintenance of good climate within the school and the immediate outside environment and the like”. Panda (2008) remarks, “the success of any human endeavour depends upon the extent to which the persons who operate it are committed towards their works. Commitment is the psychological association of an individual with the profession, a sense of job involvement, loyalty and belief in the value of the organization. Teacher commitment is actually much more than performing the normal duties assigned to a teacher. It is complete dedication and devotion to the teaching profession. Devotion and dedication are essentially self motivated internally energized, initiated by one and intrinsic where commitment is pledged, externally energized, extrinsic, a promise to some one”. NCTE (1998) identified ten core areas of teacher competency and five core areas of teacher commitments which can act as the guideline for improving teaching learning process.

Success of teaching learning does not only depend on teachers’ competency and commitment. In the competency based and commitment oriented teaching process teacher chooses only appropriate method of teaching strategies, implement the same in accordance with the needs, interest and abilities of the learner, and perform many other related activities. In teaching learning process, quality achievement can be judged on the basis of learners’ performance and commitment. That means how far the learners have achieved the competency in target areas of behaviour and how far the learners have achieved the commitment for the target tasks. Learners’ competency and commitment act as the feedback in the teaching learning process, and this feedback ultimately enhances the quality of teaching learning process. Learners’ competency at the school can be judged on the basis of their performance or achievement in scholastic and co-scholastic areas and learners commitment at the school level can be judged on the basis of their duties responsibilities and devotion towards school and out school activities.

Among all the stages of our school education, elementary stage is most vital and significant. This is the stage where actual foundation for all round development of the
individuals is laid. This stage is the base or foundation stage for further education. The progress, prosperity and development of a country mainly depend upon its elementary education. And for this reason, free and compulsory education is highly emphasized in our constitution, and few years back the Honourable Supreme Court of India made basic/elementary education fundamental right of a citizen. A major concern of our elementary school is to enhance the quality and relevance of its education being imparted to the young learners. Quality elementary education is a basic requirement in the process of national development. Only increasing the number of schools and enrolment of the students in the schools are not sufficient/ enough, but, the success of the student should be our prime aim. For the better development of the students and also for better development of the nation, quality elementary education is urgently needed. This quality maintenance of elementary education was highly emphasized even in 60s by Kothari commission (1964-66). That is why Kothari commission along with universalization of enrolment and retention, also emphasized a lot on universalization of achievement. And, this universalization of achievement highly demands a quality perspective in elementary education. NPE (1986) stated ‘education not to access but for success’. This success is understood in terms of quality not in terms of quantity. NPE 1986/1992 has emphasized on the need for all children to achieve minimum level of learning. This demand for minimum level of learning ultimately requires the teaching learning scenario to be qualitative. Along with quantitative expansion of elementary education, its qualitative improvement was also highly emphasized in DPEP era, and is also highly being emphasized in this present SSA era and in the current five year plan (11th plan). To make universalization of elementary education successful, both in terms of quality and quantity, the practice of competency based and commitment oriented teaching learning is barely needed in elementary schools. The teachers of the elementary school must be competent and committed, because, teachers are the path founder of whole education system. Similarly the learners must develop appropriate competency and commitment on such a teaching learning scenario.

North east India, which is comprised of eight states (i.e. Arunachal Pradesh, Assam, Manipur, Mizoram, Meghalaya, Nagaland, Tripura and Sikkim), is educationally one of the least developed regions of India. The literacy rate of the region was 55.63% which is very less than the national average of 65.37% in 2001. This burden of illiteracy does not permit them to contribute much to the development processes. In 2001, the gap of literacy rate between the male and female was wide with 61.47% and 48.58% respectively. According to Annual Report, MHRD, Govt. of India 1994-95, drop out rate of the primary stage was only 39% but it increased to 77% when they reached class VIII or IX.

Drop Out Rates at Primary Stage (North Eastern States Excluding Sikkim), 1993 and 1999
Thus the situation of primary education in north east India is more complicated because of its high dropout rate. The causes of high dropout and low quality of primary education in the region is because of schools without adequate infrastructure, lack of educational awareness among the people, apathy of teachers, poverty and uninteresting school curriculum. The isolated areas of the plains and remote hills of the north east region demand more school with adequate facility even though the number of school children is small in those areas. Quite a good number of elementary schools do not have even trained teachers. Also the achievement of learner at elementary school level is very poor. The main thrust of educational activities of this region is to promote quantity, quality, and excellence all at a time.

Above discussions show that condition of elementary education in north east India is very poor. And, in order to improve the condition of school education especially to improve the elementary education it is necessary to develop a competency based and commitment oriented teaching learning scenario in north east schools. Therefore researcher is eager to study the existing practice of competency and commitment in the teaching learning process of elementary schools in north east India, because no such study has been carried out for studying the practice of competency based and commitment oriented teaching learning in elementary education schools of north east India.

6.2.0 STATEMENT OF THE PROBLEM
The problem of the study can be titled as: "PRACTICE OF COMPETENCY BASED AND COMMITMENT ORIENTED TEACHING LEARNING IN ELEMENTARY SCHOOLS OF NORTH EAST INDIA".

6.3.0 OPERATIONAL DEFINITIONS OF THE TERMS USED
Elementary Schools: Elementary schools are such schools that have from Class-I to Class-VII/VIII, which include either integrated elementary schools (i.e. schools having class-I to class-VIII) or broken elementary schools (i.e. lower primary/primary schools and upper primary/middle schools). Present study is conducted on schools having at least Class-VI and Class-VII.

Teaching Learning in Elementary Schools: In general teaching learning in elementary school, refers to all the educational activities (curricular and co curricular)
practiced in an elementary school. In the present study, teaching learning in elementary school refers to educational activities practiced in an elementary school from two main perspectives i.e. from the perspective of the teacher (related with competency and commitment of the teacher) and from the perspectives of the learner (related with competency and commitment of the learner).

**Competency Based and Commitment Oriented Teaching Learning:** In the present study competency based and commitment oriented teaching learning is understood from two perspectives (also mentioned in above point) i.e. a) Competency and commitment of the teacher and b) Competency and commitment of the learner.

**6.4.0 OBJECTIVES OF THE STUDY**

The objectives of the present study are-

1. To identify the nature of competency and commitment areas of teachers teaching in elementary schools; and nature of competency and commitment areas of learners learning in elementary schools.

2. To compare the competency level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

3. To make state wise comparison of the competency level of the teachers teaching in elementary schools of north east India.

4. To make state wise comparison of the competency level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

5. To compare the commitment level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

6. To make state wise comparison of the commitment level of the teachers teaching in elementary schools of north east India.

7. To make state wise comparison of the commitment level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

8. To compare the competency level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

9. To make state wise comparison of the competency level of the learners learning in elementary schools of north east India.

10. To make state wise comparison of the competency level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

11. To compare the commitment level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

12. To make state wise comparison of the commitment level of the learners learning in elementary schools of north east India.

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13. To make state wise comparison of the commitment level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

6.5.0 HYPOTHESES OF THE STUDY
The hypotheses of the present study are-

1. The teachers teaching in elementary schools of north east India do not differ among themselves in their competency level in relation to their institutional and personal variables. (Based on 2nd Objective)

2. The competency level of the teachers teaching in elementary schools of north east India does not differ from state to state. (Based on 3rd Objective)

3. The teachers teaching in elementary schools of different states (each state) of north east India do not differ among themselves in their competency level in relation to their institutional and personal variables. (Based on 4th Objective)

4. The teachers teaching in elementary schools of north east India do not differ among themselves in their commitment level in relation to their institutional and personal variables. (Based on 5th Objective)

5. The commitment level of the teachers teaching in elementary schools of north east India does not differ from state to state. (Based on 6th Objective)

6. The teachers teaching in elementary schools of different states (each state) of north east India do not differ among themselves in their commitment level in relation to their institutional and personal variables. (Based on 7th Objective)

7. The learners learning in elementary schools of north east India do not differ among themselves in their competency level in relation to their institutional and personal variables. (Based on 8th Objective)

8. The competency level of the learners learning in elementary schools of north east India does not differ from state to state. (Based on 9th Objective)

9. The learners learning in elementary schools of different states (each state) of north east India do not differ among themselves in their competency level in relation to their institutional and personal variables. (Based on 10th Objective)

10. The learners learning in elementary schools of north east India do not differ among themselves in their commitment level in relation to their institutional and personal variables. (Based on 11th Objective)

11. The commitment level of the learners learning in elementary schools of north east India does not differ from state to state. (Based on 12th Objective)

12. The learners learning in elementary schools of different states (each state) of north east India do not differ among themselves in their commitment level in relation to their institutional and personal variables. (Based on 13th Objective)

6.6.0 DELIMITATION OF THE STUDY
The study is delimited to these points-
1. The study is delimited to elementary schools (or upper primary/middle schools) having at least Class-VI and Class-VII.

2. The study is delimited to selected elementary schools (or upper primary/middle schools) having at least Class-VI and Class-VII in each of the states of North-East India.

3. The study is concerned with two main dependent variables i.e. ‘competency’ and ‘commitment’. In this study, the ‘competency’ and ‘commitment’ of the teacher and ‘competency’ and ‘commitment’ of the learner are studied in relation to certain independent variables.

4. The study is delimited to 96 elementary schools taken from eight states of North-east India.

6.7.0 LOCALE OF THE STUDY
The present study is concerned with the practice of competency and commitment of teachers and learners in teaching learning process in elementary schools. This study is conducted in socio-cultural and educational settings of north-east India. The study is confined to all the north-eastern states of India, namely, Assam, Meghalaya, Nagaland, Mizoram, Manipur, Arunachal, Sikkim and Tripura. The study was conducted on 96 schools from all the eight states of north-east India.

6.8.0 DESIGN OF THE STUDY
Present piece of study falls in the area of both qualitative and quantitative research. The study falls in the area of qualitative research because for achieving some aspects of the study (i.e. for achieving 1st objective of the study), the researcher followed qualitative analysis methods like analysis of scholastic literature/document analysis/content analysis. The study falls in the area of quantitative research, because for achieving some aspects of the study (i.e. for achieving all the objectives of the study except 1st objective of the study) the researcher collected the data from large number of participants; and she analyzed/compared such data with the help of quantitative/statistical methods in order to reach at the generalizations. In this study the researcher made mainly a survey regarding the practice of the competency and commitment of the teachers teaching in elementary schools of North-East India and competency and commitment of the learners learning in elementary schools of North-East India; and compared such competency and commitment of the teachers teaching in elementary schools of North-East India and competency and commitment of the learners learning in elementary schools of North-East India on the basis of certain defined institutional and personal variables. In this study, competency and commitment of the teachers are compared on the basis of two institutional variables (i.e. management of the school, and rural-urban orientation of the school) and five personal variables (i.e. gender, age, qualification, training and experience); and competency and commitment of the learners are compared on the basis of two institutional variables (i.e.
management of the school, and rural-urban orientation of the school) and three personal variables (i.e. gender, parental socio-economic status and parental education).

6.9.0 SAMPLE/PARTICIPANTS

Present study is a survey type of study and all the eight states of the north-east India are covered under the study. All the elementary school teachers and learners of north-east India constitute the population of this study. The researcher basically followed purposive-cum-multi stage sampling method for selecting the sample for the present study. From each of the states of north-east India, 3 districts were selected purposively as the sample district for the study. From each of the sample districts, 4 schools (i.e. two schools from rural area and two schools from urban area) were selected purposively as the sample schools for the study. Out of the two sample schools from rural area of each of the sample districts, one is managed by govt. and another one is managed by private authority. Similarly, out of the two sample schools from urban area of each of the sample districts, one is managed by govt. and another one is managed by private authority. From each sample school, four teachers and eight students were taken as participants for collection of data. In total, data were collected from 384 teachers and 768 learners from 96 schools of eight north-eastern states. The brief distribution of sample is given below.

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Name of the states</th>
<th>No. of Districts</th>
<th>No. of Schools</th>
<th>Rural-urban orientation of the schools</th>
<th>Management of the schools (District Wise)</th>
<th>No. of Teachers</th>
<th>No. of Learners</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Assam</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>2</td>
<td>Arunachal Pradesh</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>3</td>
<td>Meghalaya</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>4</td>
<td>Mizoram</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>5</td>
<td>Manipur</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>6</td>
<td>Nagaland</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>7</td>
<td>Sikkim</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>8</td>
<td>Tripura</td>
<td>3</td>
<td>12</td>
<td>Rural-6 &amp; Urban-6</td>
<td>Pvt.-6 &amp; Govt.-6</td>
<td>48</td>
<td>96</td>
</tr>
<tr>
<td>Total</td>
<td></td>
<td>24</td>
<td>96</td>
<td></td>
<td></td>
<td>384</td>
<td>768</td>
</tr>
</tbody>
</table>

6.10.0 TOOLS USED IN THE STUDY

Present study intended to achieve thirteen objectives. For achieving the first objective of the study no any readymade tool was used for collection of data where as for achieving all other objectives of the study four tools (developed by the researcher) were used. Such tools are -

Tool – I (Teacher Competency Test): Teacher Competency Test (For Knowing the Competency of Elementary School Teachers)
Tool - II (Teacher Commitment Scale): Teacher Commitment Scale (For Knowing the Commitment of Elementary School Teachers)

Tool-III (Learner Competency / Achievement Record): Learner Competency / Achievement Record (For Knowing the Competency / Achievement of the Learners of Class – VII)

Tool – IV (Learner Commitment Scale): Learner Commitment Scale (For Knowing the Commitment of the Learners of Elementary Schools)

6.11.0 PROCEDURE FOR COLLECTION OF DATA
The researcher visited all the sample schools and from there she collected the data from the participants personally. In the whole process of data collection, due permission was taken from the headmasters/ headmistress, and the participant teachers and learners of the sample schools. Attention was also given not to disturb the day to day school routine work. Mostly during the leisure hours, the teachers were requested to respond to the tools.

6.12.0 PROCEDURE FOR ANALYSIS AND INTERPRETATION OF DATA
The researcher followed both qualitative as well as quantitative approach of data analysis, for analyzing the data of the present study. The researcher used the statistical techniques like graphical representation of data, ‘t’ test and analysis of variance (ANOVA) for analysis of quantitative data relating to the present study.

6.13.0 FINDINGS AND CONCLUSIONS
The details of the findings and conclusions are given below.

➢ The basic/core competency areas of teachers teaching in elementary schools are- contextual competencies, conceptual competencies, content competencies, transactional competencies, competencies related to other educational activities, competencies to develop teaching learning materials, evaluation competencies, management competencies, competency relating to working with community and society and competencies relating to working with parents. The basic/core commitment areas of teachers teaching in elementary schools are- commitment to the learners, commitment to the society, commitment to the profession, commitment to attaining excellence in profession and commitment to basic values. The basic/core competency areas of learners learning in elementary schools are- scholastic competencies and non-scholastic competencies. The scholastic competencies mainly include competencies like mathematics competencies, social studies competencies, language competencies and general science competencies. The non-scholastic competencies mainly include competencies like art and craft competencies, work experience competencies, and health and hygiene competencies including some other competencies i.e. irregularity and punctuality, cleanliness,
truthfulness and self identity, equity, sense of responsibility, co-operation, industriousness etc. The basic/core commitment areas of learners learning in elementary schools are- commitment to the head master, commitment to the teacher, commitment to the community people, commitment to the institution and commitment to self.

- Both management of the schools and rural-urban orientation of the schools have no significant effect on the competency level of the teachers teaching in elementary schools of north east India. Gender, age, training and experience have no significant effect on the competency level of the teachers teaching in elementary schools of north east India; whereas qualification has significant effect on the competency level of the teachers teaching in elementary schools of north east India. In respect to qualification, the competency level of the high qualified teachers is better than the competency level of the low qualified teachers teaching in elementary schools of north east India.

- The competency level of the teachers teaching in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India the competency level of the teachers teaching in elementary schools isn’t same.

- The management of the schools has no significant effect on the competency level of the teachers teaching in elementary schools of seven states (Assam, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura); whereas it has significant effect on the competency level of the teachers teaching in elementary schools of rest one state (Arunachal Pradesh). In Arunachal Pradesh, the competency level of the teachers teaching in govt. elementary schools is better than the competency level of the teachers teaching in private elementary schools. The rural-urban orientation of the schools has no significant effect on the competency level of the teachers teaching in elementary schools of all the eight states. The gender and age have no significant effect on the competency level of the teachers teaching in elementary schools of all the eight states. The qualification has no significant effect on the competency level of the teachers teaching in elementary schools of six states (Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura); whereas it has significant effect on the competency level of the teachers teaching in elementary schools of rest two states (Assam and Arunachal Pradesh). In both Assam and Arunachal Pradesh, the competency level of the high qualified teachers is better than the competency level of low qualified teachers teaching elementary schools. The training has no significant effect on the competency level of the teachers teaching in elementary schools of six states (Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland and Tripura); whereas it has significant effect on the competency level of the teachers teaching in elementary schools of rest two states (Assam and Sikkim). In both Assam and Sikkim, the competency level of the trained teachers is better than the competency level of the non-trained
teachers teaching elementary schools. The experience has no significant effect on the competency level of the teachers teaching in elementary schools of six states (Arunachal Pradesh, Meghalaya, Mizoram, Nagaland, Sikkim and Tripura); where as it has significant effect on the competency level of the teachers teaching in elementary schools of rest two states (Assam and Manipur). In Assam, the competency level of the more experienced teachers is better than the competency level of the less experienced teachers teaching elementary schools; where as in Manipur, the competency level of the less experienced teachers is better than the competency level of the more experienced teachers teaching elementary schools. The following Master Chart shows the state wise comparison of the competency level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

Master Chart Showing the State Wise Comparison of the Competency Level of the Teachers Teaching in Elementary Schools of North East India in Relation to their Institutional and Personal Variables

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Independent Variables</th>
<th>Name of the Units under Independent Variables along with their Division</th>
<th>Significance of the effect of the different Units under Independent Variables on Dependent Variable (Competency Level of the Teachers) in each state of north east India</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Institutional Variables</td>
<td>Management of the schools (Private vs Government)</td>
<td>Assam: *; Arunachal Pradesh: *; Meghalaya: *; Mizoram: *; Nagaland: *; Sikkim: *; Tripura: *</td>
<td>7 cases # 1 case *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools (Rural Vs Urban)</td>
<td>Assam: *; Arunachal Pradesh: *; Meghalaya: *; Mizoram: *; Nagaland: *; Sikkim: *; Tripura: *</td>
<td>8 cases #</td>
</tr>
<tr>
<td>2</td>
<td>Personal Variables</td>
<td>Gender (Male Vs Female)</td>
<td>Assam: *; Arunachal Pradesh: *; Meghalaya: *; Mizoram: *; Nagaland: *; Sikkim: *; Tripura: *</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age (Low Aged Vs High Aged)</td>
<td>Assam: *; Arunachal Pradesh: *; Meghalaya: *; Mizoram: *; Nagaland: *; Sikkim: *; Tripura: *</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualification (Low Qualified Vs High Qualified)</td>
<td>Assam: *; Arunachal Pradesh: *; Meghalaya: *; Mizoram: *; Nagaland: *; Sikkim: *; Tripura: *</td>
<td>6 cases # 2 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training (Non-Trained Vs Trained)</td>
<td>Assam: *; Arunachal Pradesh: *; Meghalaya: *; Mizoram: *; Nagaland: *; Sikkim: *; Tripura: *</td>
<td>6 cases # 2 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience (Less Experienced Vs More Experienced)</td>
<td>Assam: *; Arunachal Pradesh: *; Meghalaya: *; Mizoram: *; Nagaland: *; Sikkim: *; Tripura: *</td>
<td>6 cases # 2 cases *</td>
</tr>
</tbody>
</table>

# Not significant at 0.05 level  
* Significant at 0.05 level

- Both management of the schools and rural-urban orientation of the schools have no significant effect on the commitment level of the teachers teaching in elementary schools of north east India. Gender, qualification and training have no significant effect on the commitment level of the teachers teaching in

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elementary schools of north east India; where as age and experience have significant effect on the commitment level of the teachers teaching in elementary schools of north east India. In respect to age, the commitment level of the low aged teachers is better than the commitment level of high aged teachers teaching in elementary schools of north east India. In respect to experience, the commitment level of the less experienced teachers is better than the commitment level of more experienced teachers teaching in elementary schools of north east India.

- The commitment level of the teachers teaching in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India the commitment level of the teachers teaching in elementary schools isn't same.

- The management of the schools has no significant effect on the commitment level of the teachers teaching in elementary schools of seven states (Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura); where as it has significant effect on the commitment level of the teachers teaching in elementary schools of rest one state (Assam). In Assam, the commitment level of the teachers teaching in govt. elementary schools is better than the commitment level of the teachers teaching in private elementary schools. The rural-urban orientation of the schools has no significant effect on the commitment level of the teachers teaching in elementary schools of seven states (Assam, Arunachal Pradesh, Meghalaya, Manipur, Nagaland, Sikkim and Tripura); where as it has significant effect on the commitment level of the teachers teaching in elementary schools of rest one state (Mizoram). In Mizoram, the commitment level of the teachers teaching in urban elementary schools is better than the commitment level of the teachers teaching in rural elementary schools. The gender, qualification, training and experience have no significant effect on the commitment level of the teachers teaching in elementary schools of all the eight states. The age has no significant effect on the commitment level of the teachers teaching in elementary schools of seven states (Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland, Sikkim and Tripura); where as it has significant effect on the commitment level of the teachers teaching in elementary schools of rest one state (Meghalaya). In Meghalaya, the commitment level of the low aged teachers is better than the commitment level of high aged teachers teaching elementary schools. The following Master Chart shows the state wise comparison of the commitment level of the teachers teaching in elementary schools of north east India in relation to their institutional and personal variables.

Master Chart Showing the State Wise Comparison of the Commitment Level of the Teachers Teaching in Elementary Schools of North East India in Relation to their Institutional and Personal Variables

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<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Independent Variables</th>
<th>Name of the Units under Independent Variables along with their Division</th>
<th>Significance of the effect of the different Units under Independent Variables on Dependent Variable (Commitment Level of the Teachers) in each state of north east India</th>
<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td>Institutional Variables</td>
<td>Management of the schools (Private vs Government)</td>
<td>*</td>
<td>7 cases # 1 case *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools (Rural Vs Urban)</td>
<td>#</td>
<td>7 cases # 1 case *</td>
</tr>
<tr>
<td>1</td>
<td>Personal Variables</td>
<td>Gender (Male Vs Female)</td>
<td>#</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Age (Low Aged Vs High Aged)</td>
<td>#</td>
<td>7 cases # 1 case *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Qualification (Low Qualified Vs High Qualified)</td>
<td>#</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Training (Non-Trained Vs Trained)</td>
<td>#</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Experience (Less Experienced Vs More Experienced)</td>
<td>#</td>
<td>8 cases #</td>
</tr>
</tbody>
</table>

Management of the schools has significant effect on the competency level of the learners learning in elementary schools of north east India; where as rural-urban orientation of the schools has no significant effect on the competency level of the learners learning in elementary schools of north east India. In respect to management of the schools, the competency level of the learners learning in private elementary schools is better than the competency levels of the learners learning in govt. elementary schools of north east India. Gender has no significant effect on the competency level of the learners learning in elementary schools of north east India; where as parental socio economic status and parental education have significant effect on the competency level of the learners learning in elementary schools of north east India. In respect to parental socio economic status, the competency level of the learners of APL socio economic status parents is more than the competency level of the learners of BPL socio economic status parents learning in elementary schools of north east India. In respect to parental education, the competency level of the learners of above school educated parents is more than the competency level of the learners of school educated parents and the competency level of the learners of non-educated parents learning in elementary schools of north east India; and no significant difference is found between the competency level of the learners of non educated parents and the competency level of the learners of school educated parents learning in elementary schools of north east India.

The competency level of the learners learning in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the
The management of the schools has no significant effect on the competency level of the learners learning in elementary schools of three states (Mizoram, Sikkim and Tripura); whereas it has significant effect on the competency level of the learners learning in elementary schools of rest five states (Assam, Arunachal Pradesh, Meghalaya, Manipur and Nagaland). In all these five states (Assam, Arunachal Pradesh, Meghalaya, Manipur and Nagaland), the competency level of the learners learning in private elementary schools is better than the competency level of the learners learning in govt. elementary schools. The rural-urban orientation of the schools has no significant effect on the competency level of the learners learning in elementary schools of seven states (Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Sikkim and Tripura); whereas it has significant effect on the competency level of the learners learning in elementary schools of rest one state (Nagaland). In Nagaland, the competency level of the learners learning in rural elementary schools is better than the competency level of the learners learning in urban elementary schools. The gender has no significant effect on the competency level of the learners learning in elementary schools of all the eight states. The parental socio-economic status has no significant effect on the competency level of the learners learning in elementary schools of four states (Meghalaya, Mizoram, Manipur and Sikkim); whereas it has significant effect on the competency level of the learners learning in elementary schools of rest four states (Assam, Arunachal Pradesh, Nagaland and Tripura). In all these four states (Assam, Arunachal Pradesh, Nagaland and Tripura), the competency level of the learners of APL socio-economic status parents is better than the competency level of the learners of BPL socio-economic status parents learning elementary schools. The parental education has no significant effect on the competency level of the learners learning in elementary schools of three states (Meghalaya, Mizoram and Nagaland); whereas it has significant effect on the competency level of the learners learning in elementary schools of rest five states (Assam, Arunachal Pradesh, Manipur, Sikkim and Tripura). In Assam, Sikkim and Tripura, the competency level of the learners of above school educated parents is more than the competency level of the learners of school educated parents and the competency level of the learners of non-educated parents learning in elementary schools; and no significant difference is found between the competency level of the learners of non-educated parents and the competency level of the learners of school educated parents learning in elementary schools. In Arunachal Pradesh, the competency level of the learners of above school educated parents is more than the competency level of the learners of school educated parents and the competency level of the learners of school educated parents is more than the competency level of the learners of
non-educated parents learning in elementary schools; and no significant difference is found between the competency level of the learners of school educated parents and the competency level of the learners of above school educated parents learning in elementary schools. In Manipur, the competency level of the learners of above school educated parents is more than the competency level of the learners of non educated parents learning in elementary schools; and no significant difference is found between the competency level of the learners of non educated parents and the competency level of the learners of school educated parents and between the competency level of the learners of school educated parents and the competency level of the learners of above school educated parents learning in elementary schools. The following Master Chart shows the state wise comparison of the competency level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

Master Chart Showing the State Wise Comparison of the Competency Level of the Learners Learning in Elementary Schools of North East India in Relation to their Institutional and Personal Variables

<table>
<thead>
<tr>
<th>Sl. No.</th>
<th>Types of Independent Variables</th>
<th>Name of the Units under Independent Variables along with their Division</th>
<th>Significance of the effect of the different Units under Independent Variables on Dependent Variable (Competency Level of the Learner) in each state of north east India</th>
</tr>
</thead>
<tbody>
<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools (Rural Vs Urban)</td>
<td>*</td>
</tr>
<tr>
<td>2</td>
<td>Personal Variables</td>
<td>Gender (Boys Vs Girls)</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental SES (BPL Vs APL)</td>
<td>*</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental Education (Non-educated Vs School-educated Vs Above School-educated)</td>
<td>*</td>
</tr>
</tbody>
</table>

Both management of the schools and rural-urban orientation of the schools have no significant effect on the commitment level of the learners learning in elementary schools of north east India. Gender and parental socio economic status have no significant effect on the commitment level of the learners learning in elementary schools of north east India; whereas parental education has significant effect on the commitment level of the learners learning in elementary schools of north east India.
schools of north east India. In respect to parental education, the commitment level of the learners of above school educated parents is more than the commitment level of the learners of school educated parents and the commitment level of the learners of non-educated parents learning in elementary schools of north east India; and no significant difference is found between the commitment level of the learners of non educated parents and the commitment level of the learners of school educated parents learning in elementary schools of north east India.

- The commitment level of the learners learning in elementary schools of north east India differs from state to state. In other words, it is concluded that in all the states of north east India, the commitment level of the learners learning in elementary schools isn't same.

- The management of the schools has no significant effect on the commitment level of the learners learning in elementary schools of five states (Assam, Arunachal Pradesh, Mizoram, Sikkim and Tripura); where as it has significant effect on the commitment level of the learners learning in elementary schools of rest three states (Meghalaya, Manipur and Nagaland ). In Meghalaya and Nagaland, the commitment level of the learners learning in private elementary schools is better than the commitment level of the learners learning in govt. elementary schools; where as in Manipur, the commitment level of the learners learning in govt. elementary schools is better than the commitment level of the learners learning in private elementary schools. The rural-urban orientation of the schools has no significant effect on the commitment level of the learners learning in elementary schools of three states (Arunachal Pradesh, Mizoram and Sikkim ); where as it has significant effect on the commitment level of the learners learning in elementary schools of rest five states (Assam, Meghalaya, Manipur, Nagaland and Tripura). In Meghalaya, Manipur and Nagaland, the commitment level of the learners learning in rural elementary schools is better than the commitment level of the learners learning in urban elementary schools; where as in Assam and Tripura, the commitment level of the learners learning in urban elementary schools is better than the commitment level of the learners learning in rural elementary schools. The gender has no significant effect on the commitment level of the learners learning in elementary schools of all the eight states. The parental socio economic status has no significant effect on the commitment level of the learners learning in elementary schools of six states (Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland and Tripura); where as it has significant effect on the commitment level of the learners learning in elementary schools of rest two states (Meghalaya and Sikkim). In Meghalaya, the commitment level of the learners of BPL socio economic status parents is better than the commitment level of the learners of APL socio economic status parents learning elementary schools; where as in Sikkim, the commitment level of the learners of APL socio economic status parents is better than the
commitment level of the learners of BPL socio economic status parents learning elementary schools. The parental education has no significant effect on the commitment level of the learners learning in elementary schools of seven states (Assam, Arunachal Pradesh, Mizoram, Manipur, Nagaland, Sikkim and Tripura); whereas it has significant effect on the commitment level of the learners learning in elementary schools of rest one state (Meghalaya). In Meghalaya, the commitment level of the learners of non educated parents is more than the commitment level of the learners of school educated parents learning in elementary schools; and no significant difference is found between the commitment level of the learners of non educated parents and the commitment level of the learners of above school educated parents and between the commitment level of the learners of school educated parents and the commitment level of the learners of above school educated parents learning in elementary schools. The following Master Chart shows the state wise comparison of the commitment level of the learners learning in elementary schools of north east India in relation to their institutional and personal variables.

Master Chart Showing the State Wise Comparison of the Commitment Level of the Learners Learning in Elementary Schools of North East India in Relation to their Institutional and Personal Variables

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<th>Total</th>
</tr>
</thead>
<tbody>
<tr>
<td>1</td>
<td>Institutional Variables</td>
<td>Management of the schools (Private vs Government)</td>
<td># # * # * * #</td>
<td>5 cases # 3 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Rural-urban orientation of the schools (Rural Vs Urban)</td>
<td># * * * * # #</td>
<td>3 cases # 5 cases *</td>
</tr>
<tr>
<td>2</td>
<td>Personal Variables</td>
<td>Gender (Boys Vs Girls)</td>
<td># # # # # #</td>
<td>8 cases #</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental SES (BPL Vs APL)</td>
<td># # * # # * # #</td>
<td>6 cases # 2 cases *</td>
</tr>
<tr>
<td></td>
<td></td>
<td>Parental Education (Non-educated Vs School-educated Vs Above School-educated)</td>
<td># # * # * # # # #</td>
<td>7 cases # 1 case *</td>
</tr>
</tbody>
</table>

6.14.0 IMPLICATIONS OF THE STUDY
The study has following implications for its stake holders-
- It helps to make the teaching learning process of our education system / school system competency based and commitment oriented.
• It helps to improve / enhance the competency and commitment of the teacher; and competency and commitment of the learner in our educational system / school set up.
• It helps to assess the competency and commitment of the teacher; and competency and commitment of the learner in educational system / school set up for overall educational change and development.
• It helps to enhance the quality of our school / education system by introducing competency based and commitment oriented teaching learning.
• It helps to achieve the universalization of elementary education in terms of enrolment, retention and achievement of the learners.
• It helps to rectify the defects / weaknesses / shortcomings of our existing school / educational system in the light of competency based and commitment oriented education.
• It suggests the planners / administrators / policy makers of education to introduce or implement competency based and commitment oriented teaching learning in the field of education.
• The introduction or implementation of competency based and commitment oriented teaching learning in education system / school system develops a sense of accountability among the teacher and learner in order to show their competency and commitment in education system / school system.
• It helps to make the school / educational system more realistic, practical, achievable and feasible.
• It helps the teacher and learner to develop and use their own talents, abilities and aptitudes etc. to a maximal degree.
• It helps to organize different types of training programmes, workshops, seminars, symposia etc. for enhancing competency of teacher and learner.

6.15.0 LIMITATIONS OF THE STUDY
The limitations of the present study are-
• In the present study the competency based and commitment oriented teaching learning is understood / studied from the perspective of the competency and commitment of the teacher, and competency and commitment of the learner. Besides the competency and commitment of the teacher, and competency and commitment of the learner, the teaching learning process in education system / school system is affected by competency based and commitment of other personnel like head master/principal, education officer/administrator etc. But, the competency and commitment of other personnel like head master/principal, education officer/administrator etc. are not studied in the present study.
• In the present study, competency of the teacher is studied referring to ten teacher competency areas or factors, and commitment of the teacher is studied referring to five teacher commitment areas or factors. Similarly, in the present study, competency of the learner is studied referring to learner competency /
achievement record (as prepared by the school basing on final examination scores of the learners) and commitment of the learner is studied referring to five learner commitment areas or factors. There are / may be many other areas or factors (i.e. areas or factors other than the areas or factors that are used for studying the competency and commitment of the teacher and learner in the present study) that affect the competency and commitment of the teacher and learner, which are not studied in the present study.

- For studying the competency of the teacher, a teacher competency test; for studying the commitment of the teacher, a teacher commitment scale; for studying the competency of the learner, learner competency / achievement record; and for studying the commitment of the learner, a learner commitment scale are used in the present study. Besides the uses of these tools in the present study (scales for studying competency of the teacher, commitment of the teacher and commitment of the learner; and learner competency / achievement record for studying competency of the learner), many other categories of tools like observation schedule, interview schedule etc. can be used for studying competency and commitment of the teacher and learner, which are not used in the present study.

- It is not possible on the part of the researcher to avoid various problems or constraints in the process of collecting information relating to the study/research work.

6.16.0 SUGGESTIONS FOR FURTHER STUDY / RESEARCH

The study has these suggestions for further research:

- The present study was conducted in elementary schools of north eastern states of India i.e. Assam, Arunachal Pradesh, Meghalaya, Mizoram, Manipur, Nagaland, Sikkim and Tripura. This kind of study may be extended to other parts of the country as well as the world.

- The present study was conducted at elementary level of school of education. So, there is also scope for extending it to other levels of the school and high education.

- The present study was conducted at the level of general education. This kind of study may be extended to the other levels of education like technical education, professional education etc.

- In the present study, the researcher has taken students and teachers only as the source of analysis of competency and commitment in teaching learning. But, study may be conducted by including parents, community members, official staff members, headmasters and many other personnel who have direct or indirect relation with teaching learning.

- Comparative study on competency based and commitment oriented approach in education in the states of India and abroad can also be undertaken.
Comparative study on competency based and commitment oriented teaching learning can be conducted in relation to different types of educational set up like plain area educational set up, hill area educational set up etc.

A study can be conducted to analyze whether more competent teachers are more committed or not; and whether more competent learners are more committed or not.

The present study has been conducted on the practice of competency based and commitment oriented teaching learning in elementary education as a whole, but the practice of competency based and commitment oriented teaching learning in specific subject areas like in mathematics, languages, art and craft etc. can be studied.

A factorial study may be undertaken in order to ascertain the factors that contribute in the process development of competency and commitment in the teaching learning process.

Present study did not include the influence of competency and commitment of teachers in the process learners’ achievement and commitment. So study may be conducted to judge the influence of teachers’ competency and commitment in the process of development of learners’ competency and commitment. Study may be conducted to ascertain the influence of parental education in learner’s competency and commitment in teaching learning process.